**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2 NBT 5**  **The Envision Lesson: 3.3 355jfghfkgfjd3.33.3** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | RELATE |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Give students a turn-around fact. Have students give the turn-around fact for each set. Example:  9 + 8=17, 8+9=17, 17-9=8, 17-8=9 Fact families! Share answers and record on board. Discuss how fact families help us solve math problems! | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Review RELATE  Using Problem of the Day, pose the problem Ted has 14 toy boats. He puts 7 boats in the lake and they float away. How many boats does Ted have now? Ask students to decide how to solve the problem with a partner. Allow for a few minutes of discussion. Come back together ask students What do we know? What do we need to find? How do we solve? CONCRETE Give students 14 cubes to solve. Have the students remove 7 cubes. Random call on students to explain how they solved the problem and which doubles fact could help them solve the subtraction problem. Ask how the doubles fact assisted them in solving the subtraction fact. How are they related? Why does it work? When can you use addition to solve a subtraction problem? ASK THEM HOW ARE ADDITION AND SUBTRACTION RELATED!!!! Have students prove it to you! | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  (Thinking addition to 10 to subtract)  Pose the problem. Put 7 counters in a row, yellow side up. Flip the first 3 counters so the red side is up. What addition sentence do the counters show? Write the turn-around fact 7-4 = on the board. Ask students how the addition sentence can help them solve the subtraction problem. Ask students to explain to a partner. After a minute come back together and ask students to prove, convince me, how do you know and why does using an addition fact help you to solve a subtraction problem. Extend, completing 3 more questions in a similar manner, one more with teacher, 1 with a partner and one on their own. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Use the Visual learning in the online portion of the lesson. Pause throughout the video and ask more questions. Ask students to prove their answers, when they do move to the next slide to (check) their answers. Guided Practice: Use the addition facts to solve the subtraction facts. Use partner pair share. Ask students to prove their answers and share the strategies they used. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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